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ABSTRACT

Idaho's annual evaluation report relating to migrant programs funded under Title I of the Elementary and Secondary Education Act (fiscal year 1968, school year 1967-68) is presented. Included in the document are descriptions of innovative programs and information on number of children served, objective and subjective measurements of migrant child progress, general program effectiveness, coordination with other programs, community involvement, non-public-school participation, dissemination, and problem areas in program implementation. (LS)

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TITLE I, ESEA
MIGRANT EDUCATION

STATE ANNUAL EVALUATION REPORT
Fiscal Year 1968
(School Year 1967-68)

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RC 005008

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I N D E X

	Page
Innovative Projects	1
Objective Measurements	4
Subjective Measurements	8
General Program Effectiveness	13
Inter-Relationship with the Regular Title I Program	18
Coordination with other Programs	19
Community Involvement	21
Non-Public School Participation	22
Dissemination	22
Problem Areas in Program Implementation	24

I. INNOVATIVE PROJECTS

A. An Innovative Approach for Idaho:

Minidoka District #331 has purchased relocatable units used as a reception center for migrant children. Through careful selection of materials and furniture, it is an unusually attractive and functional unit. During the summer, District #331 conducted their migrant summer session there as this was the only air-conditioned building in the district. As temperatures often soared to 100 degrees plus, relief from heat was a necessity. In September the relocatable unit was again used as originally planned where students were enrolled, informally or formally tested, and individually assigned. Due to geographical handicaps, the Minidoka District covers 725 square miles. Four large camps, some small privately owned camps, sections of the cities of Rupert, Paul, and Acequia, and a large part of Minidoka county, provided housing for migratory families during the growing and harvest season.

In order to serve the older working students of this vast area more advantageously, District #331 administrators proposed to purchase a van designed to provide an air-conditioned mobile reading laboratory with study carrels, library and reference books, and individualized learning materials. In addition to this equipment, a physical education program for the migrant students would be incorporated. The van will house and carry physical education equipment to the labor camps

for group activities as well as materials for developing individual skills. This service will be offered regularly during the evening hours while the migrants are at the various labor camps. Though this may not be innovative for some states, it can be considered to be innovative and exemplary for Idaho.

The Environmental Resource Class or Outdoor Education has had particular significance through the diversified natural resource areas of Idaho. Projects have been provided and developed under Title III, but the first for the migrant children was initiated by Idaho Falls District #91. Migrant children were taken on two week-end trips, one to Yellowstone Park and the other to the Warm River Camp. With qualified personnel and adequate preparation, these students had two rare and valuable learning experiences.

Caldwell District #132 has provided leadership with migrant education in Idaho as they have seniority in experience. They pioneered in the individualized approach with peer or chronological age groupings.

Enrichment programs have been varied and correlated to the curriculum of local interests. During 1968 summer sessions specialists in home economics and industrial arts offered cooking and sewing for all eight to fifteen year old girls and industrial arts for the same age boys. The girls learned basic techniques, then they had the privilege of selecting their materials for dresses which each modeled in a style show for their parents. The boys had some unusual

experiences as they had a field trip into the sagebrush area, and personally selected pieces of sagebrush for lamps to give their mothers. They peeled and finished the wood, wired, mounted the lamps on bases, added attractive shades, and proudly presented them to their parents at an open house. They also enjoyed making plastic religious figurines, pen holders and ash trays for use at home. These handcraft activities were two-fold in developing specific skills and serving as "momentos" from Idaho.

B. Exemplary Projects:

Team Teaching

Snake River District #52 had an unusual setting for their first migrant summer sessions, as they held it in their newest, most attractive, and functional intermediate school designed primarily for team teaching, and their Title III learning center. Specially trained and experienced district staff of team teachers formed the nucleus for the 1968 summer session.

Family Involvement

Idaho Falls District #91 provided weekly family nights with entertainment for all ages, such as games, appropriate picture shows and refreshments. The families of both groups, the students, the instructional and administrative staff participated.

Art and Music

For their first major school experience, Twin Falls provided leadership within the Magic Valley area. They held an academic and

enrichment program for 200 Mexican-American children. Their art department was exemplary, as their specialist related extremely well to children by providing many creative and highly successful art experiences for all age levels including pinatas for each age group, water color, pottery, mobiles and various interesting media. She cooperated with the music instructor to prepare various rhythmic instruments such as aluminum plate tamborines, wood blocks, sand blocks, castanets, maracas, and drums. It was a pleasure to see 12, 13, and 14 year old boys thoroughly entranced with their cooperative efforts on animal pinatas. The culminating art exhibit was very professionally displayed for two weeks in the Twin Falls YW-YMCA Building.

II. OBJECTIVE MEASUREMENTS

A. Standardized Tests:

As educators become more involved with educating migrant children, it is evident that these children do not have the necessary educational or cultural background to be tested with the available materials. This opinion has been the inevitable result of much research as well as personal experiences by those who have had personal contact with the problem. For example, Dr. Harvey Lowe, professor at Washington State University, recently addressed the I.P.G.A. conference held at the University of Idaho, Moscow, Idaho; may we share some pertinent quotations from his lecture:

> "Students permanent records should be valid, comprehensive and constructive, yet most of my experience indicates that they are too often used as a collection of

sheets for negativism. Educators are prone to note negative behavior but do not note valuable positive behavior. In other 100 students records received on our migrant children, we find that demigrating remarks or remarks about their deficiencies predominate.

Only occasionally do we encounter positive remarks. In the last years count nearly 85% of the narrative statements were negative, or at best, neutral; 15% were positive. Such records are disappointing because we found that in our environment 95% of our students were positive people with joyful and delightful things going for them. We have found a thousand positive attributes to build on. It does give me pleasure to inform you that the majority of positive remarks were being made by counselors who had taken time to look beyond the tunnel vision cataloging reflected on most transcripts.

May I suggest that you take back to your district a simple plan that worked well for me. Encourage teachers and administrators to always note one positive factor in addition to each negative comment they record. Such a record furnishes other agencies and institutions a more balanced picture of each human and furnishes hints of positive factors that can be used as springboards for growth and development."

Since the traditional standardized testing materials are not appropriate measurement devices for the "quasi-bilingual" students, (reading vocabulary does not correlate with the limited oral vocabulary) there hasn't been sufficient continuity to obtain valid results. Most of the Spanish speaking migrant children have such a limited, if any, reading vocabulary, that tests result in frustration and discouragement for both the students and the teachers. These children have known failure so many times that to experience a major predestined failure in the usual testing pattern only adds to their reasons for increasing the drop-out lists. Too frequently we have seen discouraging results when teachers interpret test scores as a delimiting factor for the future curriculum planning, even though they know these

scores should be results of "undertesting" due to many variables. Sometimes there is a strong involuntary pull toward "pigeon-holing" these children from another culture. Gradually more empathy is evident, but should we purposely throw an obstacle in their path for the sake of catagorizing test scores when otherwise many visible signs of progress are evident.

After carefully analyzing curriculum content and the individual needs of the Spanish-American migrant children, we become increasingly aware of the many voids within their usage of the English language and its concepts, such as the oral communication terminology, as compared with the more formal style which is consistently used on the printed page, or the use of the venacular, "Book-English".

With several years of actual experience and after much recent research, we are hopefully looking for the active leadership from the cooperative efforts of the Southwest Regional Laboratory and particularly the home-base states of California, Arizona, and Texas in furnishing more valid tests materials for standardized testing of the bilingual students.

The unique problems of testing a mobile school population with available materials, have been expressed in Dr. R. Laverne Marcum's report on the Snake River School District #52:

> "The results of the program are mainly of subjective nature. An academic test could not be found that was felt suitable to accurately measure the abilities of migrant children. We did, however, use the Anderson Rating Scale to measure attitudes and self concepts. The results of the Anderson Rating Scale, however,were

not valid since one third of the students that marked the first scale moved and could not be tested on the second test. Also, there were quite a number of new students that came into the program that were not tested on the first Anderson Rating Scale. The same problem would have been apparent with any pre-test and post-test".

B. Teacher-Developed Tests::

Teacher-developed tests which related directly to curriculum were used as well as the more informal oral testing which can affect progress without creating an unsatisfactory self-image. As requested, there were several samples submitted by project directors of these teacher-developed tests, however, none were of significant value to submit to U.S.O.E.

C. Other Objective Measurements:

Among the other measurement devices used for classroom objective measurements were the SRA Inventory tests, Peabody Picture Vocabulary tests, Sociometric tests, Dolch Basic Vocabulary tests, Weekly Reader tests, Scott Foresman Vocabulary tests, Reader's Digest Vocabulary tests, and other tests that were not identified specifically were dictionary inventory tests, listening tests, various inventory tests for listening, phonetics, reading comprehension, and math which included speed and comprehension. Test scores from these were not recorded for use other than diagnostic purposes within the local school.

Auditory tests given by the local school nurses, dental and physical tests were given through the Health Unit.

III. SUBJECTIVE MEASUREMENTS

A. Impressive subjective data supporting gain and achievement in various skill levels has been submitted in each project evaluation. These reports vary from "some improvement" to very enthusiastic glowing narratives. Usually this is in direct proportion to the interest and enthusiasm found in the leadership of the project director and his staff. Wherever total acceptance is found, total involvement generates, and results are the most rewarding experiences that teachers and directors realize in their educational careers.

Emphasis was placed on communication skills becoming more proficient with oral English, building vocabulary, and establishing more confidence and understanding. From this more individualized instruction in reading and all related language arts skills were emphasized and a marked achievement was noted. All projects related gains in mathematical skills as this is an area where many voids are noticeable. Several indicated improved physical coordination in play and work activity as a result of the physical education rhythmic activities in music. The teachers kept anecdotal records for each child and from these marked progress was shown in social and academic development. Students who were privileged in using library facilities showed a marked gain in their interests in reading, plus improvement in their comprehension skills. The greatest gains made have been in understanding the English language, learning to speak it, and enjoying the results. Some teachers commented that the resident children seemed to

accept the migrant children very well, and particularly since they are mixing and speaking English at all times during the school day.

Pablo, one little boy in Twin Falls, spoke no English at the beginning of the program but at the close of the summer session he was able to carry on a simple conversation in English. He surprised and also thrilled the teachers by composing a "thank-you" note in English. There were other numerous incidents of the non-English speaking child adapting into a classroom, into the school, and community as he became more proficient with his skills in speaking and understanding the English language.

Others have indicated that student attitudes changed greatly from that of individual accomplishments to that of team work. At the beginning of the programs the students only wanted to do those activities at which they could excel, but near the end of the term they were more conscious of their shortcomings and became much more eager to try new activities and perfect their skills.

> The director from Vallivue district states, "Marked change was noted in all children. They enjoyed school and were most cooperative and there were few discipline problems. They were proud of their academic progress and achievement and were anxious to receive reports of this achievement. Self concept improved and their happy selves became evident".
>
> From Wilder, "Children seem to have more self confidence at the end of the program. They were able to complete projects with a minimum of assistance. As self confidence increased the children became more creative".
>
> The director from Twin Falls states, "The students developed the ability to pay attention, to sit, listen, and respond to directions. They learned to get along together

in group situations and develop more self confidence in new activities and group instructions. They seem to learn to respect the school buildings and each other and they lost much of their fear in front of a group. Their attitude toward littering seemed to improve and a better attitude generally toward school, teachers, and activities. Their behavior and manners improved and many gained much in self confidence".

From Snake River District #52: "Probably, one of the more remarkable indications of attitude toward the program can be illustrated by the attendance of two boys. One of the boys had to move four lines of sprinkler pipe each morning before he was allowed to come to school. The boy was not absent during summer school. Also, the same boy had to move the same four lines when school was dismissed in the afternoon.

Another boy hoed beets each afternoon after school. He never missed a day."

B. Interesting subjective data indicated giant strides were made in behavior and general attitude whenever the opportunity was given to improve self image. More and more the local schools are experiencing progress in behavioral attitudes as they are providing success experiences to migrant children. When rapport is established, then it can be followed with individualized instruction offered by well-trained and understanding teachers who possess empathy for disadvantaged children. Through acceptance, we find children blossoming with improved attitudes and positive behavioral patterns. Some specific incidents are of sufficient merit to share:

> The director from Caldwell states: "An improvement in the student's self image was indicated through evidence of increased pride in personal appearance, indications of improvement in behavior and in displaying a relaxed attitude in inter-personal relationship, both in and out of the classroom. Non-graded organization of each child working to his own ability was responsible for the consistent improvement in the student's relationship to the physical

plant and to the professional staff. The end result was a wholesome, happy, adjusted personality".

From Nampa: "The pupils show a change in behavior, politeness, more self confidence, better listening habits, table manners and sportsmanship".

From Idaho Falls: "Improvement in behavior, student attitude toward learning and a friendly sociable attitude was very evident throughout the school".

From Rigby: "After the first week we had a very relaxed program and none of the children were really afraid to speak. They all realized that they were special".

From Homedale: "The self concept of the migrant improved to where they felt that they were an important part of the school program. There was evidence of personal warmth and love on their part toward their teachers and the non-migrant students".

From Valley District at Eden: "They lost much of the apparent fear toward school and 'whites'".

From the above samplings of the twenty three projects operating in Idaho during 1968, it is evident that much progress has been gained, although it may not be possible to totally measure all areas of achievement at this time.

C. In some areas community involvement has reached genuine acceptance by sponsoring fiestas in honor of the Mexican population. Educators have been pleased to have more civic leaders and community parents attend open house activities during the special summer session. Other community leaders have shown an increased cooperative attitude toward field trips, and as the result they are genuinely impressed with the exemplary interest and behavior of the migrant children. By this one contact, many not-so-interested people have become very interested and

complimentary about the migrant educational program. Accompanying these different forms of acceptance, educators hear frequent comments about "a better class of Mexicans" since special educational efforts have been made. True, the parents who are interested in their children's welfare and education are attracted to select areas which provide work for them and educational facilities for their children.

Often teachers exclaim, unsolicited, that working with migrant children, particularly the Mexican-American, has been a most rewarding experience. Similar statements, which are made frequently, have a chain reaction with many school faculties. Certain changes are evident, though some areas still resist such change.

Additional teacher education in the specialized curriculum of "English as a Second Language", with emphasis on methods and techniques has provided security to teachers. Many teachers hesitate to pioneer and meet new educational challenges, as they fear the unknown. By introducing new methods, gradually more self direction has resulted which has increased better leadership services for local districts.

From surveys conducted with parents, most if not all, indicated appreciation of their children's opportunities, particularly their learning to speak, understand, and read English.

One mother in Twin Falls answered a question concerning a similar program for next summer by writing, "yes em much". Recent reports have come from Valley School District that their homecoming queen this fall was a beautiful girl from a Spanish speaking family. Again, this indicates acceptance in full measure.

IV. GENERAL PROGRAM EFFECTIVENESS

A. Through Title I ESEA Migrant Education funding, many services have been specifically provided to the migrant children that had not been previously available.

1. Recognition of the specific needs of migrant children has brought a greater understanding, a better knowledge of teaching methods, and particularly for English as a Second Language.

2. Excellent consultative services were provided by the Mexican-American teachers from Texas. Words are inadequate to express the value received from these dedicated professional educators who relate equally well with professional staff and migratory families.

3. Reduced class loads have provided a structure which could make individualized learning a reality within peer groups.

4. A highly selective staff were assisted by bilingual teacher-aides who provided for more individualized instruction, thereby releasing the teachers to give more individual attention to the children.

5. Supplemental food services included mid-morning snacks, a hot meal at noon and an afternoon snack before school dismissal.

6. A bilingual contact person has been employed by each of the districts as a liason to communicate with the parents, to interpret the school program and to welcome their interest and participation in the school activities.

7. Medical and dental services have been introduced, with a concern for providing follow-up services when needed.

8. Better counseling services were made available.

9. Home economics, industrial arts, and more vocational type skills have been introduced.

10. More concentration was placed on related field trips, which have been very valuable as learning experiences, as well as for providing a better understanding of Idaho.

11. Several of the summer school programs offered more elaborate arts and crafts programs.

12. Interesting and challenging physical education programs have included swimming, other physical education activities, as bowling, which are not usually offered during the regular school year.

B. It is difficult to select just a few projects from each level as many interesting types of activity were used around a central theme for several learning levels. Some were on a large school-wide project which included a large grocery store where the girls in the home economics group discussed the proper foods to buy, the better buys in canned goods, sizes of cans, and other necessary information. Others used the same store for arithmetic, adding and subtracting their food items and learning to make change. These projects were adaptable to the age groups for the pre-school and the primary grades, the intermediate grades, and the upper grades. The following will give a summary:

1. Pre-School through grade 3:

Reassurance of total acceptance holds top priority as they are introduced to the English Language.

A variety of methods in developing reading readiness provided more oral English experiences. With Spanish speaking children, this phase of reading readiness needs much more preparation than it does for the English speaking children.

A well coordinated music program includes rhythmic activities involving coordination skills for skipping, running or jumping; learning to play rhythmic instruments that have been made; singing action songs, ballads and fun songs. Through these activities are developed listening skills, which provide excellent opportunities in learning to follow directions.

primary children need to realize the importance of community helpers as their friends, as well as their dependence upon these services. Personal contacts with the policemen, field trips to the fire station, different types of stores (with role playing of a day in the grocery store), the bakery, the farms, the zoo, the circus, and other meaningful experiences which awaken interest in the inter-relationships of a community.

For those who have reached sufficient maturity for the beginning of reading, these preceding experiences are excellent springboards for building vocabulary and developing experience charts.

The Fourth of July patriotism projects were important to each of the schools. A meaningful experience related by one primary teacher should be shared:

> "One day as I was bringing my students back to school from an excursion from our home, Vicki said, 'I wish I were an American'. I said, 'You are an American, Vicki. What do you mean?' 'I wish my skin was white like yours'. I told her how my daughter would stay out in the sun for hours to get a beautiful tan like she had. Vicki then said, 'Would you rather be a Mexican or white?' This provided an opportunity for me to tell her that each of us should be proud of our ancestry. This lead to a class discussion on "What is an American". A bulletin board was made, experienced charts were written, pictures were drawn, and I felt all of us gained from this experience."

2. Grade 4 through grade 6:

A continuation for building vocabulary, more developmental reading, an expansion of interest levels in the reading program form an integral part of the curriculum. It is here that comprehension skills are developed and improved.

Another step in the developmental program of community involvement correlated language arts, math, social studies, and science.

Social studies was stressed with the field trips to the State Capitol and the State Museum.

Outdoor education received emphasis with field trips to the mountains, Yellowstone Park, bird refuge, the fish hatchery

(or in the children's terminology, "fish factory"), and other community interests which enhanced outdoor education for learning experiences. Some teachers utilized their school yards, old stumps, clumps of weeds, ant hills, and other involvements of nature, which are relevant and meaningful to a child's education.

Physical education was stressed at all levels of learning, again individualized instruction was important as they developed their swimming as well as other coordination skills. Personal hygiene and cleanliness, as well as a pride in personal appearance received emphasis.

3. Grade 7 through 12:

This is a challenging age group, as the school is in direct competition with field employment. If the schools are able to capture pupil interest, they may remain awhile longer. Education is challenged directly, and schools are striving to meet this by providing a meaningful and practical curriculum tailored to individual needs. Stress, however, is being given to language arts, math, social studies, and science.

For various activities which have enriched the summer programs the following projects have added a great deal of interest to worthwhile learning. In Twin Falls, the older students took part in a car-wash, a money-raising activity which was very successful. First, they planned the project, made posters in their art class, and carried out the project by washing the cars of the teachers and the aides. This money was then used for a dinner at a local restaurant. This provided the opportunity for teaching manners and proper behavior patterns in that particular setting. A boat outing and a weiner roast was thoroughly enjoyed when these students were taken to the Twin Falls park boating area. They had boat rides, water skiing, swimming and a weiner roast. Another privilege was to attend the well-recognized Antique Theater's presentation of "A Texas Steer". (They were an excellent audience!) These were experiences that few, if any, of them have ever had. As mentioned previously, their art and craft projects such as the sagebrush lamps, and home economics classes where the girls made their own dresses, gave them rewarding practical learning experiences. An interesting project at Marsing was a cherry picking expedition to one of the large orchards. They weighed what they picked in an hour, computed the amount of their wages at the end of that time, and then received one-third of the cherries they had picked from Mr. Symms.

C. Classroom Procedures

1. As stated throughout this evaluation, individualized instruction is one of the major objectives for Idaho Migrant Education projects with much evidence of team-teaching and cooperative teaching. This section has been covered in preceding categories.

2. During the regular school term the migrant children are integrated into the regular classrooms. If there is a need for additional individualized instruction, this is provided, as well as music, physical education, and organized play. Teacher relief through the assistance of teacher aides has helped to provide individual attention for the migrant children. Additional teachers have reduced the class loads where this has been burdensome.

Specialized summer sessions stress small class loads, individualized instruction, strengthen all academic and oral communications skills and provide cultural enrichment. These special sessions are invaluable, and the results are easily recognized. Summer sessions are planned for migrant children and their needs, although resident children may attend. Advantages result through a better understanding and appreciation of the Mexican's culture, and through this avenue some very fine friendships with resident children have resulted. Disadvantages are found by diluting the concentration of the teachers' efforts for the disadvantaged children and their distinct needs.

V. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

A. There are several regular Title I and Title I Migrant Educational programs which are complimentary. These could include the improvement of many Idaho school libraries, if not created through regular Title I fundings which greatly enrich Title I Migrant Educational activities. Carefully selected materials, specifically chosen for the migrant children, are available. Some regular Title I summer sessions are combined with Title I Migrant Education summer classes. Since regular Title I funds have provided "life-blood" to Idaho schools, many districts have been able to purchase greatly needed audio visual and physical education equipment. These have enhanced the Title I Migrant Education Programs. Title I Migrant Educational funds have likewise added to the regular Title I program by providing mobile units where needed to reduce the class loads and overcrowded condition, as well as the purchase of some necessary equipment.

B. State plans provided for Title I Migrant Education sponsored workshops and teacher training sessions included:

1. A two-day planning session in February, 1968 for the LEA administrators and directors who planned to participate in Migrant Education programs.

2. Spring semester, 1968, College of Idaho offered a course for teachers in "Teaching English as a Second Language". This carried a two-semester credit, and each district within driving distance was invited to participate.

3. SDE Title I staff provided area workshops which preceded all summer sessions. This was a necessity as several districts were entering an unknown program, and direction was provided for teachers, aides, physical education directors, and project directors.

4. A concentrated three-weeks, three-hour workshop at the College of Idaho offered valuable cultural background, method courses in ESL and language arts, developmental reading, as well as excellent observational opportunities.

From informal reports the above opportunities provided by Title I, Migrant Educational funds have been very meaningful and helpful. More direction was gained to coordinate these special needs and programs for the migrant children within the regular program.

VI. COORDINATION WITH OTHER PROGRAMS

A. During the past few years many agencies or groups in Idaho have become involved with the migrant population. Since Idaho had not enacted legislative measures to isolate educational funds for migrant children, the State Department of Education has encouraged local impacted districts to consider the optional 5 mill migrant levy annually. Some have participated in this practice for approximately ten years. The Governor's Committee on Migrant Labor comprised of representation from the State Department of Education, the Department of Health, Department of Public Assistance, Labor, Employment Security, and Department of Agriculture, has functioned for approximately twelve years. Their major assignment has been to analyze working and living conditions of the migrant workers, health, sanitation, and education. This cooperative venture has brought about many worthwhile accomplishments. Other agencies working directly with the migrants are the Department of Labor and Industries, Department of Public Assistance, Department of Health.

For several years Migrant Ministry Boards have worked diligently to increase awareness of their communities toward the migrant families and their needs. Since 1965, the Office of Economic Opportunity programs have entered the communities with Community Action Agency programs, Day-Care programs, and Headstart.

Since Idaho does not have a state supported public school kindergarten program, early childhood education has been provided by a few local school districts with Title I projects, Headstart and the Day-Care programs. If the local district participates with the Office of Economic Opportunity programs, we do not encourage duplication of services, and in some situations these programs compliment Title I Migrant Education projects. However, there are many educators who find the organizational procedures, objectives and regulations not compatible with school oriented programs, and have no desire to have identity with the Office of Economic Opportunity educational programs. All Title I projects are made known to the existing Community Action Agency committees and cooperative efforts extended. The Canyon County Health Unit coordinated screening for all children in the existing migrant education programs of Canyon and Owyhee counties, with each respective group contributing their financial assistance.

C. One gap in the services for migrant children will soon be resolved. As the plans near completion for the interstate transfer of academic and health records, this will lend invaluable aid to the home-base states as well as the receiving states. Their records have been

intangible, as often times these records would be received after the children had moved without a forwarding address. Therefore, these would become a part of a dropped file.

Another major gap for migrant children exists with the teenage dropouts. Special efforts were made during the 1968 summer programs to provide extra services for them. Extensive plans are now being made to provide more educational advantages for this age group. A most important and critical gap is with the adult educational program. These parents must be reached in order to continue the educational program for their children. Gradually we see improvement, but it is still a critical one.

VII. COMMUNITY INVOLVEMENT

Prior to the federal fundings, with the accompanying awareness and responsibilities, communities were not as interested with the many needs of migratory workers. Though the laborers were necessary for economic reasons, they had been exploited too many times, for too long. Since there has been an awakened interest and acceptance, the migrant parents have gradually responded. Now, they too, have an awareness of their children's needs for an education. The schools welcome and encourage them to attend the PTA during the regular school term. In the summer, each of the projects held open house programs, as well as weekly family nights. Parent participation was excellent. In several projects, parents were employed as kitchen and teacher aides, as well as contact or social workers.

An incident in Rupert was related in their report:

> "A mother was objecting to us putting her child into our special school. She said she had seen special schools for migrant labor children. We convinced her to look at our facilities. After seeing our building and the program we were going to provide for her child she was most enthusiastic about our school. She said 'it is the best school I have ever seen for migrant students'. She went back to camp, helped us with the enrollment problems, and then later that same family waited for a week after the farm work had been completed in this area so that their children could finish the summer school program."

Idaho's Teacher of the Year for 1969, Mrs. Helen Kirby, in Caldwell accepted a Mexican mother's request to learn English. The mother had attended the PTA meeting and made her wishes known through her first grade child. In the early lessons together, the lady's older daughter assisted Mrs. Kirby as an interpreter. The results of this teacher's winter project were very rewarding.

VIII. NON-PUBLIC SCHOOL PARTICIPATION

There are no migrant students in the parochial schools. If there has been participation, it would be when resident children have attended the summer session.

IX. DISSEMINATION

A. Interstate participation has included:

1. Attendance by State Department Title I personnel at all regional, interstate, and national meetings involving migrant education.
2. State Department Title I Migrant Education Consultant and a few project directors have made on-site visitations in Oregon,

Colorado, and the pilot project at McAllen, Texas. Nothing substitutes for such an experience. (It was a mutually satisfying experience to visit with several former students who were enrolled in McAllen Central as their homebase school).

3. Oregon and Idaho have participated in teacher exchange within the summer teacher training sessions.

4. Mr. and Mrs. Benicio Berrera, special migrant school teachers from Rio Grande City, Texas, were employed as the State Department of Education Title I Migrant Education Consultants for June, July, August, and September. Their valuable services were augmented during June, July, and a portion of August by Mr. Jose Gonzalez who was sent to Idaho from Texas on the Interstate Teacher Exchange program. Later, Mr. Antonio Ochou joined them when the Wyoming projects were closed.

5. Correspondence and exchange of ideas with neighboring states has proven very valuable.

6. Plans were made for filming, "Children of the Sun", a human interest story of migrant education in Idaho. Due to governmental procedures, this has been temporarily delayed.

7. As stated above, we are anticipating the interstate record exchange system.

B. On an intrastate basis each project has received individual consultative services from our Title I Director and the staff, plus three or more seasonal visitations during the past year by the Migrant Education Consultant. Several visits were made due to special invitations. In-service training, special workshops, and the Mexican-American consultants from Texas served the projects and their needs during the past summer. Mr. and Mrs. Berrera held workshops for several schools during September to assist the regular school staff with the special needs of the Mexican-American children.

Curriculum materials were distributed from the Title I Migrant Education office to assist the directors and teachers throughout the past year. Several visitations were arranged for the inexperienced project directors in the eastern section of the state to visit established migrant programs in western Idaho. Much effort has been made to coordinate the programs throughout the state.

X. Problem Areas in Program Implementation

A. The special educational needs of the migrant children which are above and beyond the regular Title I projects require many applicable, internal activities. To provide leadership, motivation, and to supply these necessary components of the programs demands constant diligence to increase awareness through diplomatically selling migrant education. By establishing priority needs, increasing more awareness, creating a greater understanding, providing professional leadership, there is a continuous expansion of interest in providing these special educational efforts.

B. Local cooperation has made an interesting, if not spectacular, growth during the past two years. Some local areas are more compatible with the migrant problems than others, and these provide more active leadership. Such communities have given courage to others, so with the necessary funds and encouragement from the State Department of Education, a chain reaction has begun.

Since approximately 170,000 acres of new land in Idaho has been cultivated within the past few years, some communities are having first-time experiences with migratory agricultural laborers. Others are recognizing a new problem which they previously had ignored.

In 1967, the first year for Title I Migrant Education programs, Idaho had 13 projects. In 1968, 24 LEA's participated. In 1969, this will perhaps be increased to 30 individual school districts operating migrant education programs. As FY68 is reviewed, progress is evident and rewarding. Now, we are anticipating more improvements, more increased leadership, and active participation for FY69.